

## Professional Preparation and Development

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### Article:

With our understanding of the delivery system of leisure services and an awareness of the issues and programs in the specialty services, our focus turns to the growth of recreation and parks as a profession. In addition, this chapter will look at the future of leisure services in North Carolina.

The professionalization of the leisure service delivery system in North Carolina began shortly after the formation of the Playground Association of America in 1906. North Carolina responded in a variety of ways to the Playground Association's promotion of the "right to play of every child" and the urging of municipalities to develop playgrounds for children. By the early 1920's several municipalities such as Winston-Salem and Durham had employed full-time persons to direct their playground programs, the state legislature had established our state park system operated by professional personnel, and the University of North Carolina at Chapel Hill had appointed Harold D. Meyer, an Associate Professor in Sociology, to teach courses in the sociology of leisure. The pattern of growth continued throughout the 1930s as more municipalities created community recreation programs. Many of these recreation programs resulted from the efforts of the Works Projects Administration (WPA) and the strong advocacy of Meyer who was a field consultant for the WPA during the Depression. By the middle of the 1940s North Carolina had emerged as a leader in the development of the parks and recreation profession.

### History of Professional Preparation in North Carolina

No formal degree program in recreation and parks existed in the state until 1941 when The University of North Carolina at Chapel Hill (UNC-CH) created a recreation leadership option within the Department of Sociology. However, The University of North Carolina actually began preparing recreation personnel as early as 1921. At that time, Harold Meyer came to the University at the invitation of Howard W. Odom to develop a sociology of leisure course. By 1924, the University was offering three courses dealing with play and community recreation. Throughout the 1920s, Meyer urged school systems to establish extra-curricular programs, and he worked with communities to create local youth-serving agencies and public recreation services. In tribute to his effort and the work of the University, UNC-CH was chosen in 1938 as the location for the second annual conference on the design of curricula to prepare recreation leaders. At this time, Meyer and a select number of local recreation administrators joined the newly formed Society of Playground Workers, later known as the American Recreation Society, to promote professionalism.

By the mid-1940s, the University of North Carolina at Chapel Hill was unable to meet the increased demands for recreation leadership in the state. North Carolina State College (now North Carolina State University) stepped forward in 1946 to help meet this demand by creating a Department of Industrial and Rural Recreation within the School of Education. For the next 30 years, Thomas Hines directed the program dedicated to the development of recreation leaders.

The third and fourth curricula established in North Carolina were developed at institutions with special missions. In the early 1950s, programs were developed at the Women's College of the University (now UNC-

Greensboro) and at one of the predominantly black institutions, North Carolina Central College (now North Carolina Central University). Dorothea Davis was the key leader in the creation of the Greensboro program while A.E. Weatherford was the driving force behind the program at Central.

In 1975 North Carolina mandated the development of community colleges to meet the local educational needs of North Carolina citizens. Since that time, associate degree programs in recreation have been established at a number of community colleges. Caldwell and Carteret Community Colleges were among the first to establish two year curricula that trained recreation students to meet specific needs in the profession.

### **Development of the Profession**

A major concern since the 1930s has been the need for recognition and visibility of parks, recreation, and leisure services as a profession. Professions are, by definition, occupations aligned with specific social functions (i.e., education, health, and organized religions) that follow standards for educational development and practice that assure the public proper service and care. This stance is evident in the "Education for Leisure" statement given by the Society of Park and Recreation Educators (SPRE, 1975) and reflects the attitude of recreation and park practitioners as they implement programs for accreditation, certification, and professional preparation.

In 1995, the Sessoms Professional Leadership Institute was held at the University of North Carolina at Chapel Hill to honor H. Douglas Sessoms as he retired from 41 years of teaching in Leisure Studies and Recreation Administration at UNC-CH. The proceedings from that Institute are summarized in the 1995 *Schole* with three papers that address the development of the profession and professional leadership. Participants at that Institute defined professional leadership broadly to include all efforts that practitioners and educators provide for quality park and recreation opportunities that serve all people. Their belief was that park, recreation, and leisure service professionals have a role to play in enhancing the quality of human and environmental life (Henderson, 1995).

In his reflections on the development of the profession, Sessoms (1995) noted that the profession has returned to a mission first articulated at the turn of the century with concerns for the poor, immigrants, our cities, crime and delinquency, and burgeoning social issues. He noted that the roles of recreation professionals are complex and challenging (Sessoms, 1990). He stated that these issues require the professional to bring to any situation knowledge and expertise that allow the creation of physical and attitudinal environments to facilitate the recreation experience. Such skills and knowledge include an understanding of participant interests and desires, an assessment of the resources available and needed, and the activities and services that result in participant satisfaction.

Professions are concerned with the preparation of future practitioners and their abilities to meet the expectations required by the job. Accreditation, the body of knowledge based upon research, and certification are emphasized as defining elements of any profession. The following sections specifically address the development of these professional concerns.

### **Accreditation**

One of the essential criteria specified for identification and recognition as a profession is the authority of the occupation to acknowledge through accreditation special professional preparation (Sessoms, 1993; Shapiro, 1977). Accreditation is seen as one way to ensure educational and professional standards by stimulating institutional self-improvement and monitoring. North Carolina State University (NCSU) led the way in accreditation when, in 1977, they became the first program in the country to be accredited by the National Council on Accreditation (now known as the National Recreation and Park Association/American Alliance of Leisure and Recreation Council on Accreditation). The following year, the program at UNC-Chapel Hill was accredited. Today, Appalachian State University, East Carolina University, North Carolina Central University, North Carolina State University, University of North Carolina at Greensboro, University of North Carolina at Wilmington, and Winston-Salem State University have accredited baccalaureate degree programs. Our state is also recognized for national leadership in accreditation provided by many professionals who have served on the Council of Accreditation or as accreditation visitors for the Council.

The establishment of accreditation was begun in the 1960s with concern for developing a "foundation of understanding and skills" necessary for all majors (Sessoms, 1993). An "in-house" accreditation process was begun in 1975 that focused on general education and professional education experiences. Two areas of specialization (Recreation Program Services and Recreation Resource Management) were offered in addition to the general accreditation that was applied to the undergraduate and graduate curricula. However, during the next decade the accreditation of graduate programs was dropped and the desire for more specializations materialized in the accreditation of dozens of curriculum-specific options. The "in-house" voluntary approach to accreditation changed in 1986 when the Council on Post-secondary Accreditation approved the NRPA/AALR procedures.

In 1988 the Council on Accreditation reversed the decision to allow for accreditation of specializations. Recreation and park education had become fragmented and practitioners and educators feared that the field of parks and recreation would be negatively affected. A concern was felt that students identified more with their special interest area rather than with the profession. NRPA took action to remedy this concern by approving a national certification exam as part of certification and the Council on Accreditation returned to only accrediting the four original option areas: Recreation and Park Administration, Recreation Resource Management, Recreation Program Supervision, and Therapeutic Recreation. The Council took an additional step when they mandated a curriculum must demonstrate not only the linkage between general education requirements and professional emphasis requirements, but also between the general educational requirements and the option. These actions were consistent with the recommendations of the Carnegie Commission report that stated additional course work in the liberal arts should be taken as a prerequisite for course work in a discipline or profession (Sessoms, 1993). Today, many students in professional preparation programs throughout North Carolina see directly the influence of these professional developments on the courses they take and the experiences considered to be critical to their development as recreation professionals.

### **Body of Knowledge through Research Activities**

Research is often viewed as a benchmark of professional development as an occupation searches for answers to theoretical inquiries and improvements in professional practices. People often assume that research is done by academics in various colleges and universities. While their input is often critical, the involvement of practitioners in their own professional settings and programs is imperative. The links between research and practice have become ever more important as educators struggle to provide students with relevant learning based upon the most recent research findings. The demand for applied research to meet the needs of practitioners has also resulted in collaborative research efforts. These projects team practitioners and educators in an effort to bring about findings that will inform practice, add to the body of knowledge in recreation and leisure, and provide direction for ways in which the profession can influence social change within our society. In addition, North Carolina is a leader in the dissemination of applied research as evidenced by the work of Drs. Rob Stiefvater and Shirley Harper who established *LARnet*, an online cyber journal dedicated to applied leisure and recreation research. The journal is sponsored by North Carolina Central University. The journal can be accessed at <http://www.nccu.edu./larnet/>

North Carolina is nationally known for our "cutting edge" research. The topics generally reflect an interest in advancing the theoretical aspects of parks, recreation, and leisure studies, but they also provide practical research findings and implications for use by practitioners. The following list provides a general perspective to the breadth of recreation research undertaken by educators as well as practitioners in the state:

- historical research (e.g., therapeutic recreation; pioneers in recreation; the intersection of gender, race, and class through leisure)
- ethics and aesthetics (e.g., environmental and animal rights; religion/spirituality and environmental attitudes)
- community reintegration for people with disabilities

- recreation as a related service in the schools for students with disabilities MI consumer behavior and its economic impact
- accessibility in recreation facilities, spaces, and programs
- management practices in recreation service delivery
- fiscal practices within parks and recreation agencies
- outdoor recreation trails studies
- liability and risk management
- environmental perceptions and outdoor ethics
- personnel preparation in therapeutic recreation
- family recreation
- leisure for underserved and diverse populations (e.g., women, immigrants, older adults, family caregivers, ethnic groups, people with disabilities, lesbian/gay/bisexual individuals, youth-at-risk, cultural competency) IN tourism (e.g., lifespan, sustainability, stakeholder analysis, marketing, social/economic/environmental impacts)
- inclusive volunteering
- health promotion and prevention of disease and disability
- active living (facilitating health and wellness through the built environment)
- community involvement (e.g., levels of participation, perception, satisfaction)
- service learning
- experiential education

All of these research interests attest to the wide variety of issues that face the profession of parks, recreation, and leisure services. Professionals are continually challenged to find the most relevant information and improved practices that allow them to provide the programs and facilities that contribute to the quality of life to all members of their communities.

### **Certification**

Accreditation and certification are two basic elements of professionalization. Park and recreation professionals in North Carolina have been strong advocates and promoters of these efforts. As indicated earlier, North Carolina State University was the first university to have its baccalaureate degree program accredited by the NRPA/AALR Council on Accreditation. While the act of accreditation verifies that an institution has met certain standards of professional preparation, certification is an act of verifying that the individual professional has met the minimum requirements to practice as a professional. North Carolina was among the first to develop a credentialing plan for its recreation and park professionals. The initial plan was created by the North Carolina

Recreation and Park Society in 1954. Currently, the North Carolina Certification Model plan is conducted as part of the National Recreation and Park Association's certification program. Through this voluntary plan, a professional can become credentialed as a Certified Park and Recreation Professional.

North Carolina has also been a leader in certifying therapeutic recreation professionals. Recognizing the value of certification in the medical arena, both in the hospitals and the community, therapeutic recreation professionals in North Carolina responded to issues of liability and technical competency by drafting legislation for consideration by the state legislature.

In July of 1986, North Carolina Senate Bill 249, the Therapeutic Recreation Personnel Certification Act, was ratified making North Carolina one of only two states in the U.S. to credential therapeutic recreation specialists. As indicated in the chapter on Therapeutic Recreation, this law was enacted to assure persons who represent themselves as Therapeutic Recreation Specialists or Therapeutic Recreation Assistants meet certain standards as set forth by the State of North Carolina. Any person who uses the credentials without being certified by the state could be fined up to \$500 and/or be imprisoned for up to 60 days.

In the Fall of 2000, the Therapeutic Recreation Certification Board developed a task force to review the Therapeutic Recreation Personnel Certification Act. The task force examined the law to see if the language and standards outlined were adequate to address the changing needs of practitioners working in health care. After conversation with practitioners and educators throughout the state, the task force suggested pursuing state change. Citing the need to better protect consumers of TR services and stay current with changes in health care, TRCB submitted House Bill 613 to the North Carolina House of Representatives on March 10, 2005. The "North Carolina Recreational Therapy Licensure Act" differs from previous legislation in that the bill, "includes licensure, expands Board composition to include a licensed Medical Doctor, authorizes the Board to discipline or revoke privileges to those found in violation of ethical and disciplinary standards of practice, and allows the board to change the fee structure" (Garrett, n.d.). At the time of publication, the bill had received support from the majority of the House of Representatives and had been passed on to the Senate for review. A bill does not become law until it is passed by both the House and Senate and, if required, signed by the Governor.

As of February 2005 there were 460 TRSs and 38 TRAs certified by the North Carolina Therapeutic Recreation Certification Board. For more information about TRCB contact them at <http://www.trcb.org/>.

### **Institutes and Continuing Education**

Realizing that learning is a lifelong process and that the honing of professional skills occurs throughout one's career, the universities and colleges of North Carolina have made a concerted effort to offer a variety of continuing educational activities for recreation professionals. Many of them have taken the form of institutes, the proceedings of which have added significantly to the professional literature of the field.

Institutes have traditionally been the outgrowth of findings and implications of research conducted in the state. These institutes often address critical continuing education needs of practitioners for information and practices necessary for optimal recreation and leisure services delivery systems. The earliest of these occurred at UNC-Chapel Hill and North Carolina State University. Beginning in the 1950s, UNC-Chapel Hill conducted national and regional institutes on recreation services to those with special needs and recreation in community and medical settings. For example, UNC at Chapel Hill and UNC Hospitals co-hosted the Recreation Therapy Institute from 1989 to 1992.

Consistent with its earlier mandate, the Department of Recreation Resource Management at NC State University limited its continuing education programs to two subject areas during the 1950s: industrial recreation and park management. However, as interest in recreation management grew, and given the unique resources of a land grant college, the faculty at NC State in the 1960s directed its attention to developing a series of professional schools in conjunction with the National Recreation and Park Association. Most of these have been at Wheeling, West Virginia, and have dealt with finance, facilities and maintenance, and program supervision.



The Park and Recreation Maintenance Management School, Revenue Sources Management School, School for Zoos and Aquarium Personnel, Supervisors' Management School, and National Institute of Golf Management, School of RV Park & Campground Management, and Revenue Development and Management School were designed for executives and supervisory personnel. Their focus, as their names imply, is management and the application of new technologies and concepts to enhance the fiscal administration and operation of parks and recreation systems. For more information about this programs visit the Oglebay National Training Center Website at <http://www.oglebay-resort.com/schools/>.

### **Graduate Education**

An important and growing aspect of professional development is graduate education. The reason for this growing importance is need for advanced learning and training in a specialized area of study, such as but not limited to Graphic Information System (GIS), Park Management, Budget Analysis, Planning and Policy Development, Therapeutic Recreation Administration, and Natural Resource Management. Graduate school provides this and also increases skills in such areas as critical thinking, problem solving, writing, research, oral and written communication, and technological advances. Currently, North Carolina has five institutions that offer master degree programs in recreation (East Carolina University, North Carolina Central University, North Carolina State University, University of North Carolina at Chapel Hill, and University of North Carolina at Greensboro) which focus on the areas of therapeutic recreation, commercial recreation, recreation management, park management, tourism management, and sport management. In addition, in 2000 North Carolina State University began the first doctoral program Recreation in North Carolina.

### **Current Continuing Education Opportunities**

#### ***Municipal and County Park and Recreation Directors Conference***

North Carolina State University and Recreation Resources Services sponsors this yearly two-day workshop for park and recreation directors designed to update information and provide an opportunity for networking, sharing, and exploring issues of mutual concerns. The conference is directed by its members and their executive committee and is open only to administrators of local parks and recreation systems. Since 1948 it had been hosted by UNC at Chapel Hill. In the spring of 2005, Recreation Resources Services took over coordination of the conference.

#### ***Revenue Sources Management School***

The Revenue Sources Management School is a two-year educational program for park and recreation administrators, managers, and supervisors. Its purpose is to teach new concepts and technologies that enhance fiscal administration and the operation of revenue producing programs and facilities. This school is offered through North Carolina State University.

#### ***The Supervisors Management School***

North Carolina State University sponsors this two-year education program for park and recreation executives and supervisory personnel. The instructional program is designed to serve park, recreation and conservation personnel whose responsibility it is to manage park and recreation maintenance programs.

#### ***Recreation Resources Services Programs***

These continuing education opportunities are operated by the State of North Carolina for park, recreation, and leisure services professionals. These programs, often conducted jointly with other North Carolina universities or the North Carolina Recreation and Park Society, provide educational experiences that help practitioners stay current with changing issues and technologies. These programs include risk management, festivals and special events, playground safety, environmental issues, computer technology, conservation and law enforcement, and therapeutic recreation. The North Carolina Recreation and Park Society also offers continuing education courses and workshops on National Playground Safety Institute Certification, Park and Recreation Advisory Board Training, Athletic Field Maintenance, and other topics offered through their teleconference series. A current listing of opportunities can be found at their website: <http://www.cnr.ncsu.edu/rrs/>

### ***State Recreation and Park Conferences***

Each fall, the North Carolina Recreation and Parks Association (NCRPA) hosts a two and a half day conference that contains many continuing education opportunities related to programming, social issues, technology, and administrative practices.

The individual divisions and regions also sponsor throughout the year a variety of continuing professional education conferences and workshops located around the state. For example, every spring, the Therapeutic Recreation Division of NCRPA sponsors a two-day conference that specifically focuses on issues relevant to practitioners in therapeutic recreation such as managed care, innovative therapeutic techniques and interventions, and serving diverse populations with disabilities.

Similarly, the North Carolina Recreation Therapy Association hosts its annual two-day conference each fall with a wide variety of continuing education programs and topics. In addition, in the spring of each year, NCRTA hosts a Student Forum, a one-day workshop, oriented solely to issues and concerns of therapeutic recreation students.

### ***North Carolina Area Health Education Centers (AHEC)***

In 1970, the Carnegie Commission recommended the development of a nationwide system of Area Health Education Centers to address the needs of provision and retention of quality health care workers. By 1975, nine AHECs were operational in the state of North Carolina. NCAHEC provides information and resources to both students and practitioners working in health care. In particular, it provides continuing education workshops, a digital library, and publications on-line to allied health professionals throughout the state. For more information, go to <http://www.ncahec.net/welcome.htm>

### ***Scholarship Opportunities***

Several organizations provide scholarships to recognize achievement as well as provide opportunities for students and professionals to attend their workshops. The following are examples of some of these scholarships:

- Richard Hatfield Student Scholarship (North Carolina Recreation Therapy Association) is a "working" scholarship with the conference planning committee to assist with registration, room monitoring and student networking. The scholarship recipient will receive free conference registration, one year free NCRTA membership and room accommodations for the conference.
- North Carolina Recreator's Foundation provides financial assistance in the form of scholarships to qualified and deserving students who are pursuing an education for a career in the recreation and parks profession and professionals seeking continuing education. Three scholarships are awarded each year: one to an undergraduate student, the Fletcher Graduate Scholarship, and Professional Development Grant Application Scholarship.
- NCRPA - Therapeutic Recreation Division awards two Student Scholarships to defray the cost of attending its annual Spring conference.
- Tourism Education Foundation Scholarship has developed a combination of undergraduate and graduate scholarships to recognize the current students in tourism or hospitality management programs at North Carolina colleges and universities, as well as individuals employed by the tourism or hospitality industries wanting advanced study in tourism management at a North Carolina college or university offering such programs. In addition to the honorarium, recipients will receive complimentary registration to a tourism or hospitality conference

- North Carolina Alliance for Athletics, Health, Physical Education, Recreation, and Dance awards two undergraduate scholarships: the June P. Galloway Undergraduate Scholarship and the Nathan Taylor Dodson Undergraduate Scholarship.

### **International Study Opportunities**

Several of the colleges and universities in North Carolina provide opportunities to study abroad in a variety of countries. For example, the following countries have programs associated with colleges and universities in North Carolina:

Appalachian State University	Poland, Italy, Costa Rica
East Carolina University	Australia
Elon College	Australia
North Carolina Central University	Italy
North Carolina State University	Costa Rica, Spain, England, Finland
University of North Carolina Greensboro	Australia, Scotland, England, Finland
University of North Carolina Wilmington	England
Western Carolina University	England

Many schools also have extensive Study Abroad opportunities offered through their University's International Study Offices. These programs help link students interested in recreation with other academic centers around the world.

### **Distance Learning**

Another form of regular and continuing education is through distance learning. While none of the universities and colleges has established specific distance learning programs, several opportunities have existed for distance learning opportunities. For example, UNC-Chapel Hill, N.C. State University, and UNC-Wilmington offered a cooperatively taught course on park planning and facility design through the state satellite system. The course was open to campus-based students as well as practitioners throughout the state. The satellite system continues to be a valuable learning venue that periodically is used by various schools to reach professionals throughout the state.

Another opportunity to reach beyond the physical bounds of the campus exists through internet opportunities. For example, East Carolina University offered the first web-based introduction course and continues to develop online courses. N.C. State University and UNC-Greensboro have also developed valuable online learning opportunities a variety of concentrations to help students and professionals learn advance their education. Learning experiences enhanced through technological advances will likely continue to offer a wide variety of continuing and professional education.

### **State Societies and Professional Organizations**

Professional development of practitioners is also promoted through the activities of the professional associations and organizations. These professional societies meet varying needs of the professionals in the field such as continuing education, legislative efforts, networking, and professional assistance. The organizations described in the following section provide information about select professional associations of interest to North Carolina recreation professionals.

### **North Carolina Recreation and Park Association**

Historically, North Carolina has led the way toward a strong commitment for a united association to promote the role of recreation for individuals and communities. The North Carolina Recreation and Park Association (formerly Society) has been a major force influencing legislation, providing financial assistance for students



pursuing careers in parks and recreation, developing programs of in-service and continuing education, and promoting accreditation and certification for curricula and professionals in North Carolina.

Formed in Charlotte in 1944, the North Carolina Recreation Association, as it was first known, was established with Jesse Reynolds, Director of Parks and Recreation in Wilmington, as its president. Its first annual conference was held in Raleigh in the fall of 1945 and had 62 members. It was decided by the early leadership of the state society that it should be affiliated with the American Recreation Society (ARS) as one of its chapters. When the ARS merged with four other organizations to form the National Recreation and Park Association in 1965, the North Carolina Recreation and Park Society became an affiliate of NRPA.

Recognizing the need to address the special interests of its membership, the Society created various special interest divisions to reflect a more specific focal point of a particular group of professionals. For example, the first division was the Industrial Division in 1948. A year later the Municipal Division and the Hospital Division were added. Also in 1949, the Student Division was added as a result of a petition from students at North Carolina State College, the University of North Carolina at Chapel Hill, and the Women's College of North Carolina at Greensboro (Warren, 1989). Presently, the North Carolina Recreation and Park Association has over 2400 members in the divisions of Athletics, Commission Boards, Conservation And Enforcement, County Recreation, Educators, Municipal Recreation, Senior Programs, Students, And Therapeutic Recreation. Its newest division is the Culturally Diverse Programs Division that was instituted to aid in the development of recreation programs that address the needs of a diverse citizenship of the state of North Carolina. NCRPA publishes the *NCRPA News* and is directed by Mike Waters at 883 Washington Street, Raleigh, NC 27605-3251. Their website is [www.ncrps.org](http://www.ncrps.org).

### **North Carolina Recreation Therapy Association**

The North Carolina Recreation Therapy Association (NCRTA) was founded on June 23, 1988. This independent non-profit organization was incorporated by the state of NC. It is an autonomous, state organization for professionals who provide services with a treatment focus to people with disabilities. The organization serves as an advocate for Recreation Therapy in order to promote the health and well being of the public through services and the development and enforcement of standards. Services provided by NCRTA include education/training opportunities, legislative and health care monitoring, research support, student support and networking, professional communication network, an association newsletter, and liaisons with other allied health professionals. To promote opportunities for collaboration with other professionals, NCRTA has been invited to appoint a member of the organization to represent them on the Council for Allied Health in North Carolina. The council represents over 18,000 allied health professionals from 26 professions and is a unique statewide body designed to provide information and support for the expanding number of professionals in NC. For more information about the council contact them at <http://www.alliedhealthcouncilNC.org/>. NCRTA, a chapter affiliate of the American Therapeutic Recreation Association, has approximately 255 members as of May 2005. Contact NCRTA at <http://www.ncrta.org/>.

### **Recreation Resources Service**

Recreation Resources Service (RRS) is a clearinghouse and resource center providing technical materials, information, a networking system, continuing education applied research and administer the Parks and Recreation Trust Fund and Land and Conservation Fund for all park and recreation providers in North Carolina, public and private. It is a revised version of a concept originally put forth by the Department of Health, Environment and Natural Resources that was mandated by the North Carolina General Assembly many years ago. RRS provides these services at little to no cost to municipal, county, state and federal governments and public or private agencies or individuals engaged in or contemplating activity in parks and recreation in North Carolina. All one-hundred counties have requested and received service and almost all cities with parks and recreation departments have requested and received service. Specific services include publications distribution, financial grants, technical assistance bulletins, a online-job bulletin, in-service continuing education workshops and short courses, and conceptual planning. A current listing of opportunities and resources can be found at [www.cnr.ncsu.edu/rrs](http://www.cnr.ncsu.edu/rrs).

## Professional Societies and Organizations Contact Information

Listed below are some of North Carolina's professional societies and organizations and their respective Websites. Periodically check their websites for upcoming professional conferences, meetings, and continual educational programs.

North Carolina Recreation Therapy Association (<http://www.ncrta.org>)

North Carolina Alliance for Athletics, Health, Physical Education, Recreation and Dance  
<http://www.ncaahperd.org/>

North Carolina Recreation & Park Association (<http://www.ncrps.org/>)

North Carolina Association of County Commissioners (<http://www.ncacc.org/>)

North Carolina League of Municipalities (<http://www.nclm.org/>)

North Carolina Association of Convention and Visitor Bureaus (<http://visit.nc.org/>)

North Carolina Travel Industry Association (<http://www.nctravelcouncil.com/>)

North Carolina Restaurant Association (<http://www.ncra.org/>)

## Summary

This chapter has highlighted some of the points for consideration for understanding professional preparation and development in North Carolina. As suggested throughout this chapter, North Carolina has a proud tradition of being in the forefront the development of parks, recreation and leisure academic curricula in higher education. This interest in the development of well-educated, highly qualified individuals has also been a major focus to the professional associations. These organizations have contributed greatly to the wide variety of continuing education opportunities as well as to the development of the profession in North Carolina through their activities and interests. In addition, its progressive quality and growth assure that North Carolina will continue as a leader in the field of recreation, parks, and leisure studies for many years to come.

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## Learning Exercises

1. Pick one recreation professional association or society and explore its website. From the website find the following information, mission, annual conference (date and location), publications, membership information, and scholarship information.
2. Visit the Recreation Resources Service (RRS) Website [www.cnr.ncsu.edu/lrrs](http://www.cnr.ncsu.edu/lrrs). What is the purpose and mission of RRS and what types of services and assistance do they provide our profession?
3. Arrange a visit to one of the listed universities to discuss curricula and program focus.
4. Interview graduates from several different curricula in North Carolina. Compare and contrast your findings in terms of curriculum, preparation, and accreditation.
5. Interview a recreation professional and discuss her or his perceptions of the certification process and its contribution to the recreation profession.
6. Go to one of the professional association or society websites and identify a resource that would help you become more involved in your profession (e.g., lending library, job lists, internship guides, related organizations).

7. Identify 5 jobs that you would like to have when you graduate. Identify competencies required to obtain this position. Consider education, experience, credentials, specific knowledge base, etc. Identify your own strengths and weaknesses for this position and outline a plan to meet these competencies by graduation.

### Sources for Further Information

**Name of College/University:** Appalachian State University

**Curriculum Name:** Recreation Management

**Address:** Holmes Convocation Center, Boone, NC 28608

**Phone:** 828-262-6335/3140

**Fax:** 828-262-3138

**E-MAIL:** [willwe@appstate.edu](mailto:willwe@appstate.edu)

**Web Site Address:** [http://www.hles.appstate.edu/www\\_docs/depart.hles/leisure.html](http://www.hles.appstate.edu/www_docs/depart.hles/leisure.html)

**Department Head:** Dr. Wayne Williams, Program Director

**Degrees offered:** Bachelor of Science in Recreation Management

**Options/Concentrations:** Commercial Recreation & Tourism Management, Recreation and Park Management, Outdoor Experiential Education

**NRPA Accredited:** Yes

**Name of College/University:** Belmont Abbey College

**Curriculum Name:** Therapeutic Recreation

**Address:** 100 Belmont, Mt. Holly Road, Belmont, NC 28012

**Phone:** 111-888.BAC.0110

**Fax:**

**E-MAIL:** [kimberlyrobertson@bac.edu](mailto:kimberlyrobertson@bac.edu)

**Web Site Address:** <http://www.belmontabbeycollege.edu/Academics/therarec.shtml>

**Department Head:** Dr. Kimberly Robertson, Program Coordinator

**Degrees offered:** Bachelor of Science

**Options/Concentrations:** Therapeutic Recreation,

**Name of College/University:** Carteret Community College

**Curriculum Name:** Therapeutic Recreation

**Address:** 3505 Arendell St., Morehead City, NC 28557

**Phone:** 252-247-6000

**Fax:** 252-247-2514

**E-MAIL:** [cef@carteret.edu](mailto:cef@carteret.edu)

**Web Site Address:** [www.carteretduieducation/academicprograms/therapeuticrec/trsite/htm](http://www.carteretduieducation/academicprograms/therapeuticrec/trsite/htm)

**Department Head:** Charlotte Ferris, Program Coordinator

**Degrees offered:** Associate

**Options/Concentrations:** Therapeutic Recreation,

**Name of College/University:** East Carolina University

**Curriculum Name:** Recreation and Leisure Studies

**Address:** 174 Minges Coliseum, Greenville, NC 27858 - 4353

**Phone:** 252-328-4640

**Fax:** 252-328-4642

**E-MAIL:** [fridgenj@mail.ecu.edu](mailto:fridgenj@mail.ecu.edu)

**Web Site Address:** <http://www.ecu.edu/rcsls/>

**Department Head:** Dr. Joseph Fridgen

**Degrees offered:** Bachelor of Science, Master of Science

**Options/Concentrations:** Management of Recreation Facilities and Services, Recreational Therapy, Management of Recreation Facilities and Services Administration, Recreational Therapy Administration

**NRPA Accredited:** Yes

**Name of College/University:** Elon College

**Curriculum Name:** Leisure/Sport Management

**Address:** Campus Box 2233, Elon University, Elon, NC 27244

**Phone:** 336-584-2559

**Fax:** 336-584-2443

**E-MAIL:** [drummond@elon.edu](mailto:drummond@elon.edu)

**Web Site Address:** <http://www.elon.edu/e-web/academics/educationdsm/>

**Department Head:** Dr. James Drummond

**Degrees offered:** Bachelor of Science

**Name of College/University:** Mars Hill College

**Curriculum Name:** Recreation and Leisure Services

**Address:** Chambers Gym, 100 Athletic St., Mars Hill College, Mars Hill, NC 28754

**Phone:** (828) 689-1369

**E-MAIL:** [ledsall@mhc.edu](mailto:ledsall@mhc.edu)

**Web Site Address:** <http://www.mhc.edu/phsyed/index.asp>

**Department Head:** Lura Edsall

**Degrees offered:** Bachelor of Science

**Options/Concentrations:** Sports, Physical Education and Recreation

**Name of College/University:** Mount Olive College

**Curriculum Name:** Recreation and Leisure Studies

**Address:** 634 Henderson St., Mount Olive, NC 28365

**Phone:** (919) 658- 7878 or 1-800-653-0854 ext. 1175

**Fax:** **E-MAIL:** [scarter@exchange.moc.edu](mailto:scarter@exchange.moc.edu)

**Web Site Address:** <http://www.mountolivecollege.edu/request.cfm?Section.academics&pagename.Recreation%20and%20Leisure>

**Department Head:** Dr. Sharon Carter

**Degrees offered:** Bachelor of Science

**Options/Concentrations:** Therapeutic Recreation, Sport Management, Leisure Service Management, and Athletic Training

**Name of College/University:** NC A&T State University

**Curriculum Name:** Health, Physical Education and Recreation

**Address:** 201 Corbett Gym, Greensboro, NC 27411

**Phone:** 336-334-7712

**Fax:** 36-334-7258

**E-MAIL:** [deborahc@ncat.edu](mailto:deborahc@ncat.edu)

**Web Site Address:** <http://www.ncatedu/-schofed/S0E%20hper.htm>

**Department Head:** Dr. Deborah J. Callaway

**Degrees offered:** Bachelor of Science

**Options/Concentrations:** Therapeutic Recreation



**Name of College/University:** North Carolina Central University  
**Curriculum Name:** Physical Education and Recreation  
**Address:** Campus Box 19542, Durham, NC 27707  
**Phone:** 919-560-6332  
**Fax:** 919-560-5012  
**E-MAIL:** [politano@nccu.edu](mailto:politano@nccu.edu)  
**Web Site Address:** <http://www.nccu.edu/artsci/pe/pe.html>  
**Department Head:** Dr. Beverly Allen  
**Degrees offered:** Bachelor of Science, Master of Science  
**Options/Concentrations:** Recreation Administration, Therapeutic Recreation  
**NRPA Accredited:** Yes

**Name of College/University:** North Carolina State University  
**Curriculum Name:** Department of Parks, Recreation, and Tourism Management  
**Address:** Box 8004, 4008 Biltmore Hall, Raleigh, NC 27695 - 8004  
**Phone:** 919-515-3276  
**Fax:** 919-515-3687  
**E-MAIL:** [Doug\\_Wellman@ncsu.edu](mailto:Doug_Wellman@ncsu.edu)  
**Web Site Address:** <http://www.cfr.ncsu.edu/prtm/html>  
**Department Head:** Dr. J. Douglas Wellman  
**Degrees offered:** Bachelor of Science, Master of Science, Master of Natural Resources Master of Parks, Recreation and Tourism Management, Doctorate of Philosophy  
**Options/Concentrations:** Program Management, Tourism and Commercial Recreation, Sport Management, and Park and Natural Resources Recreation Management.  
**NRPA Accredited:** Yes

**Name of College/University:** Southeastern Community College  
**Curriculum Name:** Park Ranger Technology  
**Address:** PO Box 151, Whiteville, NC 28472  
**Phone:** 910-642-7141 ext. 329  
**Fax:** 910-642-5658  
**E-MAIL:**  
**Web Site Address:** [www.southeastern.cc.nc.us/park.htm](http://www.southeastern.cc.nc.us/park.htm)

**Department Head:**

**Degrees offered:** Associate of Applied Science

**Options/Concentrations:**

**Name of College/University:** Shaw University

**Curriculum Name:** Recreation, Therapeutic Recreation

**Address:** 118 East South St Raleigh NC, 27601

**Phone:** 919-546-8205

**Fax:** 919 743-4693

**E-MAIL:** [jsmieth@shawu.edu](mailto:jsmieth@shawu.edu)

**Web Site Address:** [http://www.shawuniversity.eduJap\\_cgps\\_dept\\_allied\\_health.htm](http://www.shawuniversity.eduJap_cgps_dept_allied_health.htm)

**Department Head:** Dr. Gaddis Faulcon

**Degrees offered:** Bachelor of Science in Recreation, Bachelor of Science in Therapeutic Recreation

**Options/Concentrations:** Recreation, Therapeutic Recreation

**Name of College/University:** University of North Carolina at Chapel Hill  
**Curriculum Name:** Recreation and Leisure Studies Specialization in the  
Department of Exercise and Sport Science  
**Address:** CB 8700 Chapel Hill, NC 27599

**Phone:** 919-962-0534

**Fax:** 919-962-6325

**E-MAIL:** [groff@email.unc.edu](mailto:groff@email.unc.edu)

**Web Site Address:**

**Department Head:** Kevin Guskiewicz

**Degrees offered:** Bachelors of Science in Recreation Administration, Therapeutic Recreation; Master of Science in Recreational Administration

**Options/Concentrations:** Recreation Administration, Therapeutic Recreation

**NRPA Accredited:** Yes

**Name of College/University:** University of North Carolina at Greensboro

**Curriculum Name:** Recreation, Tourism and Hospitality Management

**Address:** PO Box 26170, Greensboro, NC 27402

**Phone:** 336-334-5327

**Fax:** 336-334-3238

**E-MAIL:** [sjs@uncg.edu](mailto:sjs@uncg.edu)

**Web Site Address:** <http://www.uncg.eduirth/>

**Department Head:** Dr. Stuart J. Schleien

**Degrees offered:** Bachelors of Science in Recreation and Parks Management, Bachelors of Arts in Tourism and Hospitality Management, Master of Science in Recreation and Parks Management

**Options/Concentrations:** Therapeutic Recreation, Commercial Recreation, Leisure Service Management, Hotel and Restaurant Management, and Travel and Tourism

**NRPA Accredited:** Yes

**Name of College/University:** University of North Carolina at Wilmington

**Curriculum Name:** Parks and Recreation Management

**Address:** 601 S. College Rd., Wilmington, NC 28403

**Phone:** 910-962-3250

**Fax:** 910-962-7073

**E-MAIL:** [kinneyt@uncw.edu](mailto:kinneyt@uncw.edu)

**Web Site Address:** [www.uncw.edu/hahs](http://www.uncw.edu/hahs)

**Department Head:** Dr. Terry Kinney

**Degrees offered:** Bachelor of Arts

**Options/Concentrations:** Therapeutic Recreation, Leisure Service Management

**NRPA Accredited:** Yes

**Name of College/University:** Western Carolina University

**Curriculum Name:** Health and Human Performance

**Address:** Reid Gym, Cullowhee, NC 28723

**Phone:** 828-227-7332

**Fax:** 828-227-7645

**E-MAIL:** [Claxton@email.wcu.edu](mailto:Claxton@email.wcu.edu)

**Web Site Address:** <http://www.ceap.wcu.edu/hhp/HHPHome.html>

**Department Head:** Dr. David Claxton

**Degrees offered:** Bachelor of Science

**Options/Concentrations:** Parks and Recreation Management, Recreational Therapy, Physical Education, and Sport Management

**Name of College/University:** Western Piedmont Community College

**Curriculum Name:** Therapeutic Recreation

**Address:** 1001 Burkemont Ave., Morganton, NC 28655

**Phone:** 828-438-5577

**Fax:** 828-438-6015

**E-MAIL:** [cindyk@wp.cc.nc.us](mailto:cindyk@wp.cc.nc.us)

**Web Site Address:** [www.wpcc.edu](http://www.wpcc.edu)

**Department Head:** Cynthia Konarski, Program Coordinator

**Degrees offered:** Associates

**Options/Concentrations:** Therapeutic Recreation

**Name of College/University:** Winston-Salem State University

**Curriculum Name:** Therapeutic Recreation Program

**Address:** Therapeutic Recreation Coordinator, Department Of Physical Education, Winston Salem State University, C.B. 19386, Winston Salem NC 27110

**Phone:** 336-750-2590

**Fax:** 336-750-2591

**E-MAIL:** [gopalanh@wssu.edu](mailto:gopalanh@wssu.edu)

**Web Site Address:** <http://gorams.wssu.edu/soe/HPSS/tr.htm>

**Department Head:** Dr. Himanshu Gopalan, Coordinator

**Degrees offered:** Bachelor of Science

**Options/Concentrations:** Therapeutic Recreation

**NRPA Accredited:** Yes